Compliance with SEI Models: What to Look for at Your LEA

EL Coordinator Boot Camp, Part 2

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OELAS

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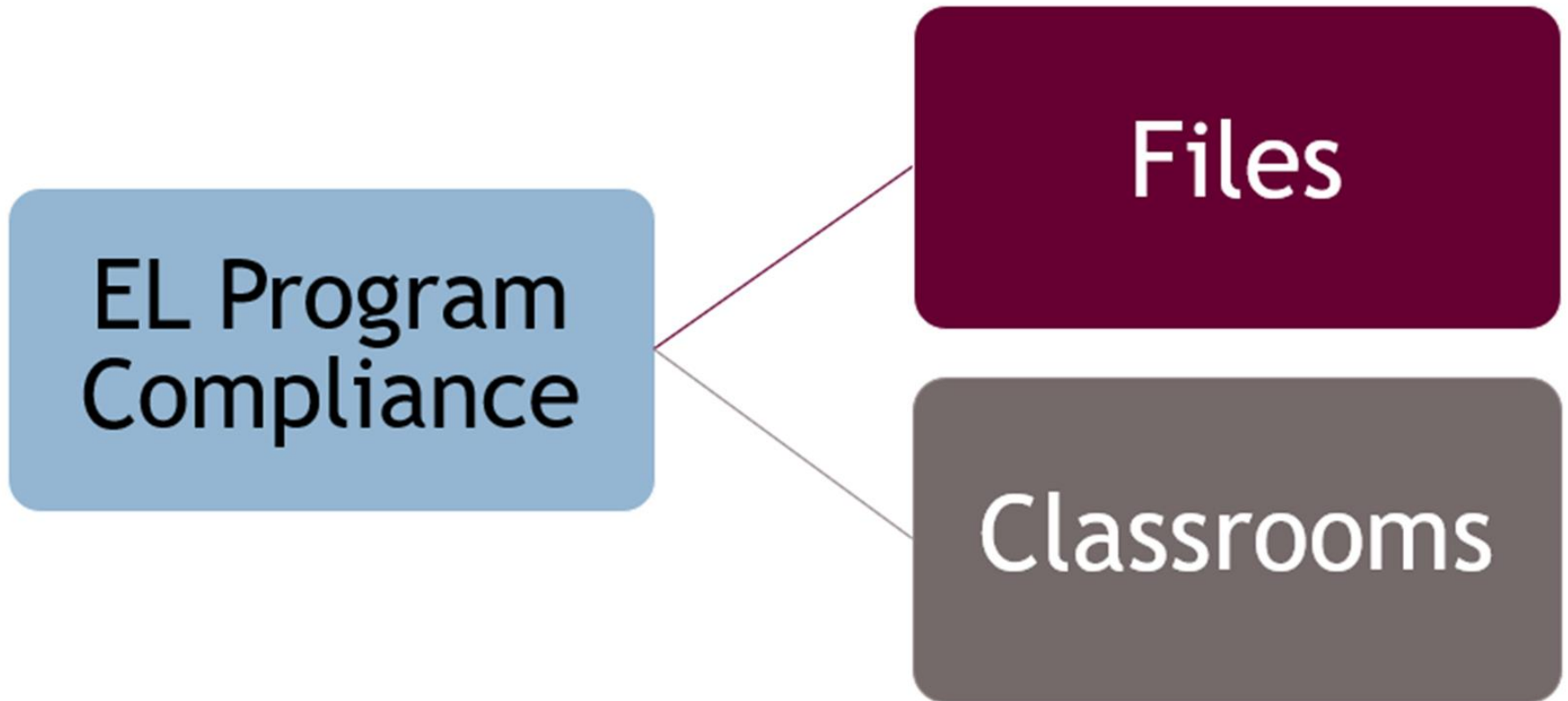
Goals for Today's Session

1. Explore common EL compliance findings & identify areas for refinement with:

   ✓ Files

   ✓ SEI Classes

   ✓ ILLP Classes

2. Discuss the roles & responsibilities of an EL Coordinator with classroom and file compliance

3. Begin to identify areas where your LEA may be out of compliance & what action steps you can take to lead your LEA into EL compliance

Steps for EL Compliance

Action Items	Person(s) Responsible	Support &/or Resources Needed
Today	With your team	

Areas of EL Compliance

EL Program Compliance

Files

Classrooms

File Compliance

What is file compliance?

All Students (EL & Non-EL)	All EL Students	EL Students – When Applicable
❑ Home Language Survey (HLS/PHLOTE) ❑ School Enrollment Form	❑ EL Assessment History - AZELLA Placement Report/copy of EL70 Report, AZELLA Reassessment Report ❑ Parent Notification and Consent - 30 days/2 weeks - 3 documented attempts	❑ ILLP, 3 Parts - ILLP Required Documentation, Attachment A, Attachment B ❑ Bilingual Waiver ❑ Parent Withdrawal form ❑ Notice of Reclassification ❑ Two-Year Monitoring Form ❑ WICP form

File Compliance - Application

1. *Review* the 3 files at your table.

2. *Evaluate* each file – **Is the file complete or incomplete?**

3. *Identify* what needs to be d**one/added** to make it a complete file.

EL File Compliance

File	Items in compliance	Items out of compliance	What is needed to bring this file into compliance?
⭐ 1			
⭐ 2			
⭐ 1			

What is file compliance?

All Students (EL & Non-EL)	All EL Students	EL Students – When Applicable
❑ Home Language Survey (HLS/PHLOTE) ❑ School Enrollment Form	❑ EL Assessment History - AZELLA Placement Report/copy of EL70 Report, AZELLA Reassessment Report ❑ Parent Notification and Consent - 30 days/2 weeks - 3 documented attempts	❑ ILLP, 3 Parts - ILLP Required Documentation, Attachment A, Attachment B ❑ Bilingual Waiver ❑ Parent Withdrawal form ❑ Notice of Reclassification ❑ Two-Year Monitoring Form ❑ WICP form

File Compliance – Answer Key

File	Items in compliance	Items out of compliance	What is needed to bring this file into compliance?
★ 1	+ PHLOTE form + EL assessment history + ILLP Required Documentation + WICP form	– 3 language questions missing on Student Enrollment form – Parent Notification not signed & no documented attempts – Attachment A missing for ILLP	✓ Add 3 language questions to Student Enrollment form ✓ Signed PNF within 30 days ✓ Include ILLP Attachment A in cumulative/EL file
★ 2	+ PHLOTE form + Student Enrollment form	– No evidence of EL assessment history	✓ Assessment history (70 or AZELLA) ✓ Pending assessment results may need PNF, ILLP, WICP, etc.
★ 1	+ PHLOTE form + EL assessment history + WICP + Parent Notification form + Student Enrollment form	– Notice of Reclassification – Missing 2-Year Monitoring Form	✓ Retain a copy of the Notice of Reclassification ✓ Include 2-Year Monitoring Form in cumulative/EL file with data from year following reclassification year

Classroom Compliance

SEI Classrooms

Potential Non-compliant Findings

- ELPS/PIs not documented correctly per the selected SEI Model Option for 2019-2020

- Not meeting the minimum requirements of 120/100 minutes for ELD instruction

- Mixing EL and Non-EL students during ELD time without *prior approval* from OELAS (within the first 30 days of the 2019-2020 school year)

SEI Classrooms

Questions to consider

1. Is there a minimum of 120/100 minutes of ELD documented on the schedule?

2. What Stage of the ELPS is identified in the ELPS/PI documentation?

3. Are the correct ELPS/PIs documented for each domain of instruction?

   ➢ Are **Reading** ELPS/PIs documented?

   ➢ Are **Writing** ELPS/PIs documented?

   ➢ Are **Grammar** ELPS/PIs documented?

   ➢ Are **Vocabulary** ELPS/PIs documented?

   ➢ Are **Listening/Speaking** ELPS/PIs documented?

SEI Classroom - Sample Documentation

Kindergarten Lesson Plan 1/16/20

Time- 8:00-8:45	Subject Area: Reading, Listening, Speaking, Vocabulary

ELP Standards
I-LS-1:E-6 responding to comments and questions in social conversations.
I-R-3:E-2 responding to teacher guided prompts to make predictions about the title, cover illustrations, and text

Interactive Story Reading
 Before Reading
- Introduce the title, author, and illustrator of the story.
- Have students preview the story. Guide them as they make predictions about the story based on the cover illustration and the title.
- Introduce the story vocabulary words- Clever, foolish

During Reading
- Use Think-Pair-Share or Whole Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - What advice did Mabela's father give her that will help her to use her brain to make good decisions?
  - Why do the mice go to the Cat's house on Monday morning?
  - What does Mabela hear when she stops and listens?

Time: 9:00-9:20	Subject Area: Writing and Grammar

ELP Standards
I-W-1:E-5 responding with shared writing and/or drawings to literary selections.

- Make summary statements about the story that reinforce the vocabulary. Guide students to make up sentences with the words.
  - It's a good thing that Mabela used her father's advice, or she and all of her friends would have been eaten by the Cat!
- Use students' ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the word "foolish."
- Have the students complete writing stem

SEI Classrooms

Your turn!

Questions to consider

1. Is there a minimum of 120/100 minutes of ELD documented on the schedule? **No**

2. What Stage of the ELPS is identified in the ELPS/PI documentation? **Stage I**

3. Are the correct ELPS/PIs documented for each domain of instruction? **No**

   ➢ Are **Reading** ELPS/PIs documented? **Yes**

   ➢ Are **Writing** ELPS/PIs documented? **Yes**

   ➢ Are **Grammar** ELPS/PIs documented? **No**

   ➢ Are **Vocabulary** ELPS/PIs documented? **No**

   ➢ Are **Listening/Speaking** ELPS/PIs documented? **Yes**

Mainstream Classrooms Supporting ELs on ILLPs

Potential Non-compliant Findings

- Missing and/or misplaced **ELPS/PIs** on Attachment A

- Not having ELPS/PIs **documented** in daily lesson plans and/or posted in the classroom (evidence of differentiation for ELs)

- ELPS/PIs in lesson plans/posted do not **align** with current Attachment A

- Attachment A not **reviewed/revised** within required timeline

- Attachment B not **completed** within required timeline*

Sample ILLP – Attach. A

2019-2020 Individual Language Learner Plan (ILLP) – Attachment A (3ʳᵈ Quarter)

| Student Name:
Lan, Ryan | SSID ID #:
1234567 | AZELLA Overall Proficiency Result: Basic |
| | | AZELLA Date: 3/6/19 |

The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5 or 100 minutes in Grades 6-12) from the teacher(s) identified below.

Teacher's Name: Cecilia Brownsfeld	SEI/ESL/BLE Endorsed (Yes) No	Language Domains Addressed: L/S (R) (V) (W) G	ILLP Teacher Signature/Date:
Teacher's Name: Rosanne Kirk	SEI/ESL/BLE Endorsed (Yes)/ No	Language Domains Addressed L/S R (V) W
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed L/S R V W

Language Domain	ELP Standards and Performance Indicators to be Covered
Listening/Speaking	III-LS-1: HI-5: demonstrating relationships among facts, ideas or events using academic classroom discussions. III-LS-1: HI-2: summarizing main ideas/concepts and supporting details from read nonfiction) in complete sentences. III- LS-2: HI 5 The student will communicate orally by asking and responding to ac complete sentences.
Reading	III-R-4: HI-7: summarizing the main idea and supporting details from text using ap vocabulary.

Revised: May 2019
Original Document placed in student's cumulative file.
Copy maintained with mainstream classroom teacher(s)

5th grade Cecilia Brownsfeld Language Arts Week of 2/3/20 – 2/7/20

Content Standard:4.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELP Standard:
III-R-4: HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
III-W-4: HI-2: producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses
111-LS-I: HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions.
III-L-I(SC): HI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
III-L-2: HI-3: identifying the meaning/usage of high frequency words and utilizing them in context.

Content Objective: I can determine the main idea and supporting details of informational text, and summarize what I read.

Language Objective: I can explain how I determined the main idea and supporting details of informational text by talking with a partner using the stems:

MONDAY
- **I do**: TW introduce critical vocabulary words: main idea• key details• determine• support• explain summarize• summary
  In this lesson, you will learn how to find the main idea of a nonfiction text by looking for a standout sentence that summarizes that section). Students will discuss what they learned from the video.
- **We do**: We will discuss what the main idea is and try to find supporting details in the text we read.
- **They do**: SW be given an informational text to read and asked to write down the main ideas and details.

Mainstream Classrooms Supporting ELs on ILLPs

Your turn!

Questions to consider

- Does the Attachment A have 4-5 ELPS/PI documented for each language domain? No

- In this example, has the teacher documented ELPS/PIs in daily lesson plans for each language domain he/she is responsible for teaching? No

- Do the ELPS/PIs in the lesson plans/posted align to the ELPS/PIs identified on the Attachment A? Yes

- Have 100/120 minutes of ELD been documented in the class schedule? Yes

EL Coordinators & Compliance

EL Coordinator's Role & Responsibilities

- ❑ **Know and understand** Federal and State requirements for EL compliance

- ❑ **Inform** school/LEA leaders, teachers, and coaches of EL compliance requirements

- ❑ **Collaborate** with your site/LEA leadership team to **develop** and **implement** a plan for SEI/ILLP classroom observations and periodic review of EL files

- ❑ **Support** classroom teachers and staff members who are responsible for maintaining EL files with planning & documentation

- ❑ **Advocate** for EL students and families

- ❑ **Reach out** to your OELAS Regional Specialist for help and support

What steps did you identify for EL Compliance?

Action Items	Person(s) Responsible	Support &/or Resources Needed
Today		

We're Here to Help!

Central Arizona **Secily Downes: 602-542-2765** *Counties: Maricopa & Pinal*	**Northwest Arizona** **Denella Kirkland: 602-542-4836** *Counties: La Paz, Mohave, Yavapai, Gila, and Maricopa*
Central Arizona **Tina Abaie: 602-542-0519** *Counties: Maricopa & Pinal*	**Eastern Arizona** **Andrea Grabow: 602-364-1806** *Counties: Apache, Cochise, Graham, Greenlee, Navajo, & Santa Cruz*
Central Arizona **Roxanne Reese: 602-542-3302** *Counties: Maricopa & Pinal*	**Southwest Arizona** **Cindi Wingfield: 602-542-1132** *Counties: Pima & Yuma*
Central Arizona **Cristina Brownfield: 602-542-5142** *Counties: Maricopa & Pinal*	Not sure who to contact? **OELAS Main Line** 602-542-0753

Be in the know for upcoming events...sign up for the PELL List!

Micky.Gutier@azed.gov

- **EL Coordinator/Administrator Meeting**

  (Updates & Guidance for 2020-2021) – February 27, 2020

- **Spring PELL Meeting** – May, 2020

- **ELPS Rollout Trainings**– Beginning summer of 2020

- **Fall EL Coordinator Boot Camp, Part 1** – July, 2020

- **Fall PELL Meeting** – September, 2020

- **OELAS Conference** – December, 2020